

Idaho Foundation Standards for Visual and Performing Arts Teachers

In addition to the standards listed here, visual and performing arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Drama Teachers, (2) Idaho Standards for Music Teachers, or (3) Idaho Standards for Visual Arts Teachers.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has an understanding of the history and foundation of arts education.
2. The teacher has a thorough understanding of the processes and content of the arts discipline being taught.
3. The teacher understands the interrelations among the arts disciplines.
4. The teacher understands how the arts enhance what is taught across the curricula.
5. The teacher understands how to interpret, critique, and evaluate the arts discipline being taught.
6. The teacher knows the cultural and historical contexts surrounding works of art.
7. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
8. The teacher understands the aesthetic and artistic purposes of the arts.
9. The teacher understands how to explore philosophical and ethical issues related to the arts.
10. The teacher understands that the arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
11. The teacher knows about the multiple contexts in which the arts exist, including traditional and alternative settings.
12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Disposition

1. The teacher recognizes the importance of being involved in and enriched by the arts.
2. The teacher recognizes that the creation, study, and performance of the arts represent opportunities to explore and learn about traditional, popular, folk, and contemporary art forms.
3. The teacher recognizes learning about the arts is a life-long endeavor and a valuable component of the human experience.
4. The teacher recognizes the creation, history, criticism, performance, and aesthetics of the arts as integrated components of education.
5. The teacher recognizes that a broad experiential knowledge in his or her art discipline is essential in helping students understand various approaches to that discipline.
6. The teacher recognizes how his or her art discipline relates to the lives of students and the educational community in which he or she teaches.
7. The teacher recognizes technical proficiency as a foundation for creative expression for students.
8. The teacher recognizes that attending and responding to art exhibits and performances are integral to the curricula.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher provides instruction to make traditional, popular, folk, and contemporary arts understandable and relevant to students.
5. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

Standard2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how to integrate kinesthetic learning into the art medium being taught.

Disposition

1. The teacher recognizes that kinesthetic learning is essential to arts education (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Performance

1. The teacher integrates kinesthetic learning into art instruction (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Principle Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.**Knowledge**

1. The teacher understands the multiple communication techniques that are unique to the arts classrooms (e.g., combinations of nonverbal communication, performance demonstration, conducting gestures, mime).

Disposition

1. The teacher is committed to using multiple communication techniques in the arts classroom.

Performance

1. The teacher uses multiple communication techniques simultaneously in the arts classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Principle 8: Assessment of Student Learning**Performance**

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

Standard 9: Professional Commitment and Responsibility**Performance**

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships**Knowledge**

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Disposition

1. The teacher recognizes the importance of audiences when selecting and creating art exhibits and performances.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of performance and exhibit technologies.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safely.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages performance and exhibit technology in a safe manner.

truments to teach beginning students in groups.

2. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
3. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
-or-
b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
4. a. The instrumental teacher effectively uses the singing voice for instructional purposes.
-or-
b. The vocal teacher effectively uses at least one instrument for instructional purposes.

Principle 2: Knowledge of Human Development and Learning

Principle 3: Adapting Instruction for Individual Needs

Principle 4: Multiple Instructional Strategies

Principle 5: Classroom Motivation and Management Skills

Principle 6: Communication Skills

Principle 7: Instructional Planning Skills

Knowledge

1. The teacher knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, and history).
2. The teacher understands the considerations inherent in teaching and managing performances in various environments.

Disposition

1. The teacher recognizes that a comprehensive music education program includes student access to music appreciation, theory, and history.

Performance

1. The teacher designs a variety of musical learning opportunities for students (e.g., music appreciation, theory, and history).

2. The teacher demonstrates a discriminating aural perception of musical events in various settings.

Principle 8: Assessment of Student Learning

Principle 9: Professional Commitment and Responsibility

Principle 10: Partnerships

Idaho Standards for Visual Arts Teachers

In addition to the standards listed here, visual arts teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.

Principle 1: Knowledge of Subject Matter

Knowledge

1. The teacher understands the formal, sensory, and expressive elements and principles of visual arts.
2. The teacher is familiar with a variety of media, styles, and techniques in two-dimensional and three-dimensional art forms.

Performance

1. The teacher applies the knowledge of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.

Principle 2: Knowledge of Human Development and Learning

Principle 3: Adapting Instruction for Individual Needs

Principle 4: Multiple Instructional Strategies

Principle 5: Classroom Motivation and Management Skills

Principle 6: Communication Skills

Principle 7: Instructional Planning Skills

Principle 8: Assessment of Student Learning

Principle 9: Professional Commitment and Responsibility

Principle 10: Partnerships